

CHAVIS ELEMENTARY

2811 S. State Hwy.
Hemingway, South Carolina 29554

GRADES K-6 Elementary School

ENROLLMENT 614 Students

PRINCIPAL Betty S. Pinckney 843-558-5605

SUPERINTENDENT Kenneth Gardner, Ed.D. 843-355-5571

BOARD CHAIR Lucille Scott 843-382-8303

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 4 | 9 | 60 | 44 | 4 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

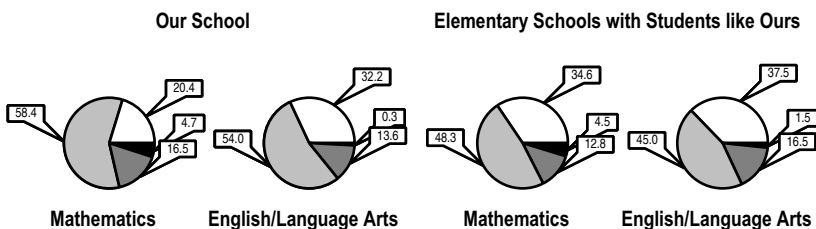
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | N/A | N/A | N/A |
| 2002 | N/A | N/A | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 35 | 87 | 48 |
| Percent satisfied with learning environment | 88.2% | 77.0% | 80.9% |
| Percent satisfied with social and physical environment | 77.1% | 75.3% | 61.7% |
| Percent satisfied with home-school relations | 51.4% | 87.2% | 65.2% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 352 | 100.0 | 32.2 | 54.0 | 13.6 | 0.3 | 13.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 179 | 100.0 | 33.9 | 54.2 | 11.9 | N/A | 11.9 | 17.6 |
| Female | 173 | 100.0 | 29.2 | 54.8 | 15.5 | 0.6 | 16.1 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 63 | 100.0 | 23.3 | 51.7 | 23.3 | 1.7 | 25.0 | 17.6 |
| African-American | 282 | 100.0 | 33.8 | 54.6 | 11.5 | N/A | 11.5 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 5 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 270 | 100.0 | 32.2 | 50.6 | 16.9 | 0.4 | 17.2 | 17.6 |
| Disabled | 82 | 100.0 | 31.9 | 66.7 | 1.4 | N/A | 1.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 352 | 100.0 | 31.5 | 54.5 | 13.7 | 0.3 | 14.0 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 352 | 100.0 | 31.5 | 54.5 | 13.7 | 0.3 | 14.0 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 307 | 100.0 | 33.3 | 54.8 | 11.9 | N/A | 11.9 | 17.6 |
| Full-pay meals | 45 | 100.0 | 19.0 | 52.4 | 26.2 | 2.4 | 28.6 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 352 | 100.0 | 20.4 | 58.4 | 16.5 | 4.7 | 21.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 179 | 100.0 | 20.2 | 61.3 | 14.3 | 4.2 | 18.5 | 15.5 |
| Female | 173 | 100.0 | 19.6 | 56.0 | 19.0 | 5.4 | 24.4 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 63 | 100.0 | 15.0 | 56.7 | 18.3 | 10.0 | 28.3 | 15.5 |
| African-American | 282 | 100.0 | 21.6 | 58.0 | 16.7 | 3.7 | 20.4 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 5 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 270 | 100.0 | 15.7 | 58.4 | 20.2 | 5.6 | 25.8 | 15.5 |
| Disabled | 82 | 100.0 | 37.5 | 58.3 | 2.8 | 1.4 | 4.2 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 352 | 100.0 | 19.9 | 58.6 | 16.7 | 4.8 | 21.4 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 352 | 100.0 | 19.9 | 58.6 | 16.7 | 4.8 | 21.4 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 307 | 100.0 | 20.7 | 58.8 | 17.3 | 3.1 | 20.4 | 15.5 |
| Full-pay meals | 45 | 100.0 | 14.3 | 57.1 | 11.9 | 16.7 | 28.6 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 89 | N/A | 19.5 | 58.6 | 21.8 | N/A | 21.8 |
| | Grade 5 | 80 | N/A | 31.5 | 52.1 | 16.4 | N/A | 16.4 |
| | Grade 6 | 85 | N/A | 50.6 | 39.8 | 9.6 | N/A | 9.6 |
| | Grade 7 | 83 | N/A | 34.9 | 55.4 | 9.6 | N/A | 9.6 |
| | Grade 8 | 82 | N/A | 32.1 | 58.0 | 9.9 | N/A | 9.9 |
| 2003 | Grade 3 | 106 | 100.0 | 21.6 | 53.9 | 23.5 | 1.0 | 24.5 |
| | Grade 4 | 70 | 100.0 | 24.6 | 69.6 | 5.8 | N/A | 5.8 |
| | Grade 5 | 88 | 100.0 | 33.3 | 57.1 | 9.5 | N/A | 9.5 |
| | Grade 6 | 88 | 100.0 | 50.0 | 38.1 | 11.9 | N/A | 11.9 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002 | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 4 | 89 | N/A | 31.0 | 54.0 | 11.5 | 3.4 | 14.9 |
| | Grade 5 | 80 | N/A | 31.9 | 51.4 | 12.5 | 4.2 | 16.7 |
| | Grade 6 | 85 | N/A | 50.6 | 41.0 | 4.8 | 3.6 | 8.4 |
| | Grade 7 | 83 | N/A | 54.2 | 32.5 | 4.8 | 8.4 | 13.3 |
| | Grade 8 | 82 | N/A | 27.2 | 60.5 | 11.1 | 1.2 | 12.3 |
| 2003 | Grade 3 | 106 | 100.0 | 19.6 | 54.9 | 20.6 | 4.9 | 25.5 |
| | Grade 4 | 70 | 100.0 | 11.6 | 71.0 | 11.6 | 5.8 | 17.4 |
| | Grade 5 | 88 | 100.0 | 13.1 | 65.5 | 19.0 | 2.4 | 21.4 |
| | Grade 6 | 88 | 100.0 | 35.7 | 45.2 | 13.1 | 6.0 | 19.0 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 614) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 8.7% | Up from 4.1% | 2.8% | 2.4% |
| Attendance rate | 95.7% | Up from 95.4% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 6.1% | Down from 6.6% | 5.7% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 14.0% | Down from 19.4% | 8.3% | 8.0% |
| Older than usual for grade | 2.3% | Down from 5.3% | 2.6% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 40.5% | Down from 62.5% | 47.6% | 50.0% |
| Continuing contract teachers | 83.8% | Up from 79.2% | 80.0% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 68.2% | Down from 84.2% | 81.1% | 86.2% |
| Teacher attendance rate | 92.5% | Down from 93.9% | 94.9% | 95.3% |
| Average teacher salary | \$37,466 | Down 8.8% | \$38,825 | \$39,909 |
| Prof. development days/teacher | 5.0 days | Down from 9.7 days | 13.5 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio | 16.1 to 1 | Down from 23.6 to 1 | 17.2 to 1 | 18.9 to 1 |
| Prime instructional time | 87.1% | Up from 86.2% | 88.5% | 89.7% |
| Dollars spent per pupil* | \$5,306 | Up 4.1% | \$6,478 | \$5,892 |
| Percent spent on teacher salaries* | 65.0% | Up from 61.1% | 65.6% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 83.3% | Up from 57.7% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in Eastern Williamsburg County, Chavis Elementary School educates approximately 600 4K through sixth grade students. Chavis Elementary students formerly attended M. B. Lee, Sr. Primary and Chavis Middle School, which were realigned beginning in the 2002-2003 school year.

The mission of Chavis Elementary School is to prepare students for the responsibilities of good citizenship and lifelong learning while striving for academic excellence. We will accomplish this by providing an innovative curriculum, relevant resources and a competent staff. The expectation at Chavis Elementary School is that every child will attain his/her highest level of achievement. All students will be provided a safe and nurturing environment that promotes respect for self and others and enhances self-esteem, worth, dignity and self-discipline.

Students, parents, teachers, and community members will be actively involved in the learning process, with technology as an integral part of the academic experience.

Betty S. Pinckney
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.